



FEMA

11 May 2015

MEMORANDUM TO: Alex Cabassa
State Training Officer
Governor's Office of Emergency Services
California Specialized Training Institute

FROM: Scott Kelberg 
Director, National Training and Education Division
National Preparedness Directorate

SUBJECT: FEDERAL AND STATE TRAINING PROGRAM REVIEW

The analysis and evaluation of the submitted materials found that the **Automated License Plate Reader (ALPR) Technology and Procedures** course **did meet** the required Federal and State Course Review and Approval process standards. The basis of this conclusion is contained in the attached course evaluation, observations, and findings.

The purpose of the Federal and State Course Review and Approval process is to ensure a comprehensive and consistent process for the review and approval of non-NTED developed training courses. The Course Review and Approval Process is requisite for all non-NTED training being developed and/or considered for inclusion in the Approved Federal/State Sponsored Course Catalog.

Upon receiving the NTED Training Approval Template submission for Automated License Plate Reader (ALPR) Technology and Procedures course, an independent third party reviewer conducted a review of the course materials. This review was based on the information contained within the submitted template, the completeness of the materials, and content submitted to determine if the training materials were consistent with the NTED standards.

If you have any questions please reference the course name and tracking number and contact NTED @ firstrespondertraining@fema.dhs.gov

Send all mail to:
NTED Course Review
800 K Street NW
2nd Floor North Tower Suite 2133
Washington, DC 24072-3600

Department of Homeland Security
Federal Emergency Management Agency
Center for Domestic Preparedness
NTED Third Party SME Review

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**Independent Third-Party Course Content Review
Subject Matter Expert (SME) Questions and Answers**

Description: Independent Third-Party SME content and material review for NTED course material.

Reference: National Training and Exercise Division (NTED) Course Review and Approval Process

Date of Review: Apr 29, 2015

Course Number: 15-32521

Course Length (Hours): 8

Course Name: Automated License Plate Reader (ALPR) Technology and Procedures

State/Agency: CA

The purpose of this information is to determine the accuracy and appropriateness of the course content and materials by independent third-party subject matter experts (SMEs) as content reviewers.

Item 1 - Training Support Package (TSP) Objectives

A. Does the course material, as presented in the provided TSP, meet the objectives for each module/session/lesson?

Yes

B. If no, list the objectives that were not met:

Item 2 - Course Delivery

A. How many hours of this course are allotted for lecture? 6

B. How many hours of this course are allotted for practical exercise? 2

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Item 3 - Missing Elements

- A. Are there missing topics, content, or elements from the Training Support Package (TSP)? No
- B. If yes, list areas missing from the course:

Item 4 - Audio/Visual Support Material

- A. Are the audio/visual materials of good quality, comprehensively described, and consistent with learning objectives? Yes
- B. If no, list the areas of concern for this course:

Item 5 - Incorrect or Misleading Content

- A. Are there areas in the content that are not correct or misleading such as terminology, reference information, laws, procedures, or practices? No
- B. If yes, list the areas that are not correct or misleading:

Item 6 - Instructor Requirements

- A. Does an instructor who will teach this course need special qualifications? Yes
- B. If yes, list the qualifications required of an instructor who teaches this course:
- Since the ALPR technology is relatively new to the United States, qualifications are relatively non-existent for Instructors as most of the technology is taught by the vendor to most agencies. An Instructor should have at least 2-3 years of actual working experience with the technology and have first hand knowledge of cases that have had a resolution in the court system and or a resolution in other manners such as recoveries of missing persons.

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Item 7 - Safety Issues

- A. Is there any point in executing the course that the instructor or course lead would need to be concerned or on the lookout for safety? No
- B. If yes, list the safety issues/concerns for this course:

Item 8 - Benefit to Others

- A. Will participating in this course benefit the target audience? Yes
- B. If yes, list the areas that will benefit the target audience:
- All areas presented in the course will benefit the target audience. As with any "new" technology, being able to speak about the history of it is very important. This is especially true with ALPR where the issue of "citizen rights" and "government intrusion" have been a mantra by opponents. The Legal section is additionally important. Case precedence is always important for any department or agency to know when implementing this technology. The hands-on portion greatly increases the student's confidence with the technology.

Item 9 - Offensive Content

- A. Are there any areas in the content that can be perceived as offensive such as Countering Violent Extremism (CVE) terminology, bias, etc? No
- B. If yes, list the areas that can be perceived as offensive:

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Item 10 - Documents, Standards

- A. Were documents or standards (references) used to review the course? No
- B. If yes, list the documents/references/standards used to review the course:

Item 11 - Lecture/Valuable Training

- A. Did the lecture portions of the course provide valuable training? Yes

- B. If yes, list the areas of lecture that you found most valuable:

The legal and history section proved to be the most valuable for me. As a Police Captain in a department that has used this technology for 7 years, we still get questions on this technology. A review of the history and legal helped sharpen my answers as well as knowing the retention periods of other agencies across the country. These sections would also prove beneficial to the students in the course.

Item 12 - Lecture/Training Agency

- A. Could any training agency teach the lecture portion? No

- B. If no, list what another agency would require to teach the lecture portion of this course:

The training agency has to have first hand working knowledge and implementation of this technology. A student will see directly through an agency attempting to teach something like this that does not have first hand experience.

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Item 13 - Hands-On Exercise/Valuable

A. Did the practical exercise portions of the course provide valuable training?

Yes

B. If yes, list the areas of practical exercise that you found most valuable:

The exercise of entering data and retrieving data is the most useful. That is what this technology is. It is not hard to learn, but you must have the hands-on training.

Item 14 - Hands-On Exercise/Training Exercise

A. Could any training agency teach the practical exercise portion?

No

B. If no, list what another agency would require to teach the practical exercise portion of this course:
Again, the agency must have practical first hand experience over a length of time.

Item 15 - Evaluation/Overall Strategy in TSP

A. Did the course contain a complete evaluation strategy to include learner assessment and end of course feedback?

Yes

B. If no, list the areas needed to complete the evaluation strategy:

C. Did the assessment questions measure the objectives in the course?

Yes

D. If no, list the objectives that were not or could not be measured:

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Item 16 - Evaluation/Hands-On Exercise

A. Did the practical exercise include any type of performance checklist or observation checklist? No

Item 17 - Evaluation/Course Content Appropriate for Training Level

A. Is the course content appropriate for the level of training? Yes

B. List reasons to support your answer:

The training is not on such a level that there is a concern for most students. The training is straight forward and requires a low level of technical expertise. The bulk of the learning comes from the 2 hours of hands-on training. Simple repetitions creates the confidence.

Additional Comments and Recommendations

In reviewing this course I was very impressed with the level of work that went into this. In my first read through, I only made a handful of notes and came back to those same notes on each review. One of these notes is on the ACLU report in regards to "no action." The lecture should define what is "no action." In one agency this may be defined as no stop or detention occurred. In another agency "no action" may be defined similarly but the result was because the vehicle could not be located or a unit was not available to be dispatched if the hit was from a stationary LPR. This is a term that should definitely be defined as it can take on many forms.

Another note was the large dependence on California agency data. With 71% of agencies having this technology, the research needs to be spread out across the United States and not just concentrated in California. I found myself thinking the technology is the same, but deployments are quite opposite than many on the east coast.

Maass000007

Britt, Timothy@CalOES

From: Britt, Timothy@CalOES
Sent: Monday, May 18, 2015 10:53 AM
To: Cabassa, Alex@CalOES
Cc: 'Hoertsch, Kyle'
Subject: Request-14-32521 Course Approval Request Status Update

Alex,
The below addition has been added to the curriculum.

Thank you,
Timothy Britt—State Training Coordinator
Governor's Office of Emergency Services
California Specialized Training Institute
916-845-8750 (desk)
916-917-7416 (cell)
Email: Timothy.Britt@caloes.ca.gov

From: Hoertsch, Kyle [<mailto:khoertsch@sacsheriff.com>]
Sent: Monday, May 18, 2015 10:47 AM
To: Britt, Timothy@CalOES
Subject: No Action

Per the SME third party review recommendation the Instructor Guide, Participant Guide and Presentation have been updated to include the definition of "no action" as;

NO ACTION - Where system received a validated "HIT" but no enforcement was taken on it.

This term may be applied to other agencies where the terminology may be different for a standard practice of not taking enforcement action on every confirmed LPR HIT. Traditionally officers do not take enforcement action on every violation of the law occurring in their presence. There are a plethora of reasons this may occur without injecting LPR into the scenario. As LPR is a scientific enhancement of established practices a confirmed LPR HIT would be triaged as all other situations would be with handling the most severe situation first.

I added this information under "LPR Terminology" slide 6.

Thanks,

Sergeant Kyle Hoertsch #170
Sacramento County Sheriffs Department
Centralized Investigations Division
Sexual Assault Felony Enforcement Task Force
Department LPR Program Administrator
Office: 916-874-5046
Cell: 916-606-0450
Hotline: 916-874-4317

Course Approval Request Form

Office of State and Local Government Coordination and Preparedness (SLGCP) (Non-SLGCP Developed and/or Institutionalized Courses)

Please complete all portions of this form, transmit any requests for Course Approval through the State Administrative Agency (SAA) or the Urban Area Security Initiative (UASI) Working Group (UAWG) to the SLGCP, Office for Domestic Preparedness Office (ODP), Preparedness Officer (PO) working with your jurisdiction. **With this submittal, the requestor is acknowledging and confirming that all required SLGCP training data (student attendance, number of deliveries etc.) will be submitted upon approval of the course.**

Please review the **SLGCP Course Approval Process (Non-SLGCP Developed and/or Institutionalized Courses)** to recognize the supporting materials SLGCP must have to make a complete assessment of the course(s). Should you have questions about the process or the information needed, please contact the Centralized Scheduling and Information Desk at 800-368-6498.

SAA or UAWG Requesting Course:

James Ayre, Deputy Director-California Specialized Training Institute

State UASI Jurisdiction:

California

Course Title or Proposed Course Title:

License Plate Reader (LPR)

Level of the Course (Awareness, Performance-Defense (OSHA Operations), Performance-Offensive (OSHA Technician), or Planning/Management (OSHA Incident Command)): Awareness

Length of Course in Hours: 8

Newly Developed Course or Existing Course: Newly Developed

Is this course substantially different from those offered in the SLGCP Course Catalog?

Yes – There is no other License Plate Reader course available in the catalog.

Does the course specifically address WMD/CBRNE terrorism?

Yes

How does this course work toward achievement of the State or Urban Area Homeland Security Strategy?

This course will assist in meeting Cal OES Homeland Security Strategy by providing training in the following goals and objectives identified in the 2014 California Supplement to the Federal Funding Announcement; Investment Justification Strategic Goals and Objectives Plan:

Goal 1: Enhance Information Analysis and Law Enforcement Capabilities.

Objective 1.1: Strengthen Information Sharing and Collaboration among All Levels of Government, Private Industry, Non-Governmental and Community Based Organizations.

Objective 1.2: Strengthen California's Ability to Identify and Counter Emerging Threats.

Goal 2: Protect Critical Infrastructure and Key resources.

Objective 2.1: Implement the California Critical Infrastructure Protection Program.

Goal 8: Enhance Homeland Security Exercise, Evaluation and Training Programs.

Objective 8.1: Expand Statewide Training Across All Mission Areas, While Enhancing Professional Training For Emergency Management and Homeland Security Disciplines.

How does this course comply with the standards of the National Incident Management System and National Response Plan?

Fully meets or exceeds all federal standards and requirements as outlined in the NIMS Training Program requirements that have been received as of September, 2011.

How will your State/ Urban Area institutionalize this course after SLGCP funding?

This course will be delivered regionally at the 5 established fusion centers, regional training centers, and local law enforcement facilities cutting down the cost of travel, per diem, instructor cost.

Through what entity will the course be offered (academy, training center, community college, etc)? (Specify exact location)

This course will be delivered regionally at the 5 established fusion centers, regional training centers, and local law enforcement facilities

Point of Contact (Person in the Requesting Agency to contact for clarification, further information, additional questions) and contact information including name, address, email, and phone number(s): Erv Engelhardt, eengelhardt@sacsheriff.com , (916)869-0310

List Terminal and Enabling Objectives addressed:

Module I: Introduction to License Plate Reader (LPR)

Scope Statement

This module reviews the history of License Plate Reader (LPR) technology, common terminology, LPR system components, traditional LPR system deployment and the difference between simple and complex systems.

Terminal Learning Objectives (TLO)

Upon successful completion of this module, the participants will be able to explain the history of LPR systems, the method of operation, and common deployment models listing the advantages and disadvantages of each.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Define common LPR terms
2. Explain the basic mode of operation of an LPR system.
3. Describe the difference between a simple and complex LPR system.

Module II: Legal Aspects

Scope Statement

This module covers all legal aspects of LPR technology including best deployment practices, current case law, the importance of departmental operation/general orders, and how to handle requests for LPR records.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify best practices in deploying an LPR program.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe Legal Aspects of LPR
2. Explain case law as it pertains to LPR
3. Describe 28 CFR Part 23
4. Explain the current court standard in California on releasing information in line with the Public Records Act.

Module III: Hotlist Deployment

Scope Statement

This module covers LPR hotlists and how they are created, deployed, and shared with other agencies through written MOUs with an emphasis on active hit protocol.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify the diverse deployments of LPR hotlists.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe what a LPR hotlist is
2. Describe proper Active Hit Protocol
3. Describe TSC handling codes and which ones give detention authority

Module IV: LPR Databases and User Instruction**Scope Statement**

This module displays the different LPR databases that are available with a brief explanation of how to navigate them, highlighting private LPR information and how it is incorporated into certain databases.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify available LPR databases and how to use them.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe how private LPR data is generated
2. List the pros and cons between private and law enforcement LPR data
3. Demonstrate a basic knowledge of using NCRIC LPRWeb, EPIC DICE and Vigilant Solutions LEARN databases

Module V: Investigative Uses of LPR**Scope Statement**

This module will cover the diverse uses of LPR data, highlighting cases in which it has been successfully used in the past.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify investigations where LPR could play a key role.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe the versatility of LPR during investigations
2. List ways LPR could be incorporated into investigations

Module VI: Hands-On Scenarios / Written Examination

Scope Statement

This module is the hands-on portion of the class demonstrating the diverse uses of the LEARN database while working through real-world scenarios that have previously been solved utilizing LPR technology.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be confident in the basic functions of the LEARN database.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe LEARN use
2. Successfully navigate investigative scenarios utilizing the LEARN database
3. Enter a hot plate into the LEARN system

The following basic elements are required before submission will be accepted.

SAA Review: Does the submitted course and related materials:

Y	N	Specifically deal with WMD/CBRNE
Y	N	Comply with 29 CFR 1910.120, Hazardous Waste Operations and Emergency Response.
Y	N	Comply with the SLGCP Emergency Responder Guidelines
Y	N	Comply with SLGCP Prevention and Deterrence Guidelines
Y	N	Demonstrate identifiable linkages to the Universal Task List (UTL) and Target Capabilities List (TCL)
Y	N	Indicate the Level of Training
Y	N	Include a Program of Instruction (POI)/Syllabus
Y	N	Include the contents of the Training Support Package (TSP)
Y	N	Include the sub-components of the Module/Session/Lesson Content

SAA _____ Date: _____
Signature

SAA ALEX CABASSA
Please Print

The above-described listed items are contained in the submission.

SLGCP ODP PO _____ Date: _____
Signature

SLGCP ODP PO _____
Please Print



LICENSE PLATE READER (LPR)

Course Design Document – ILT

March 2015

Course Description

Overview

The goal of this course is to teach students the diverse aspects of License Plate Reader (LPR) technology. Students will be shown alternatives to the traditional deployment of the law enforcement LPR program highlighting the integration of private LPR data. This class will provide students all resources necessary to effectively use LPR systems and databases.

Scope

This course covers every aspect of LPR technology, including best practices, legal aspects, and case law. Students will learn how to utilize LPR systems and data derived from them as a force multiplier during daily law enforcement functions. The hands-on portion will demonstrate how effective utilizing the databases is while highlighting real-world scenarios. This course includes a series of classroom lectures and a hands-on practical exercise which includes receiving real-time hits from LPR systems on plates of interest located in the attendees' jurisdictions.

Target Audience

Federal, state, and local law enforcement investigators, officers, crime analysts, and operations managers; U.S. civil agencies; government building/facilities managers; companies with critical infrastructure to be protected; anyone involved in guard protection services, corrections, or other types of security providers; consultants; and any professional responsible for conducting and documenting security evaluations and audits.

Prerequisites

Students must currently maintain a position with authorized access to sensitive information which meets a right-to-know and need-to-know standard.

Course Length

8 hours (one day)

Required Materials/Facilities

Classroom suitable for 40 students. Facilities must be equipped with desktop computers for student use with Internet access or the availability of Wi-Fi. One computer per student is preferred; however, students can share computers if necessary. Facilities should be classroom-style with table seating to facilitate team/participant exchanges and activities.

The instructor will require a computer with Internet access or the availability of WiFi, the course PowerPoint presentation, instructional materials, student resource materials, and a minimum of one projector and screen. Additional screens/projectors, though not required, will enhance facilitation points beyond the slide presentation.

Testing/Certification

Participants are required to participate in the hands-on module of the class successfully completing scenarios that are based on the course content. Participants will participate in a group scenario-based assessment and take a 20 question written exam where a 70% passing score is required.

Reference List

- Algorithm for License Plate Recognition. VISL, Technion. 2002.
- ACLU raises privacy concerns about police technology tracking drivers - CNN.com. CNN. 18 July 2013.
- Automated License Plate Recognition Systems: Policy and Operational Guidance for Law Enforcement. *U.S. Department of Justice, National Institute of Justice*. 2012.
- International Association of Chiefs of Police LPR Privacy Impact Assessment (2009)
- International Association of Chiefs of Police LPR System Policy and Operational Guidance (2012)
- RAND License Plate Readers for Law Enforcement Study (2014)
- American Civil Liberties Union "You Are Being Tracked" (2013)
- United States v. Antoine Jones, 132 S. Ct. 945 (2012)
- California Government Code 34090.6
- Criminal Intelligence Systems Operating Policies (28 CFR Part 23)
- United States Code 2725
- California Government Code Sections 6250-6270
- People v. Davila, 27 Misc. 3rd 921, 901 N.Y.S 2d 787(2010)
- People v. Mark Serrano
- United States v. Diaz-Castenada, 494, F.3d 1146, 1152 (9th Cir. 2007)
- United States v. Knotts, 460 U.S. 276 (1983)
- Rodriguez v. State, S.E.2d, 2013 WL 1767660 (Ga. Ct. App. 2013)
- Hernandez-Lopez v. State, 319 Ga. App. 254 (Ga. Ct. App. 2013)
- Green v. San Francisco, 2011 4434801 (N.D. Cal. Sept. 23, 2011) (Unpublished)
- United States v. Wilcox, 2011 WL 679416 (11th Cir. Feb. 28, 2011)

- State v. Chambers, 2010 WL 1287068 (N.C Ct. App. April 6, 2010) (Unpublished)
- United States v. Ellison,
- Federal Drivers Privacy Protection Act (1994)
- Vigilant Solutions User Manual
- California Vehicle Code Section 2413 (c)
- Northern California Region Information Center LPRWeb user manual
- El Paso Information Center DICE manual
- Guide to Critical Infrastructure and 1146

Evaluation Strategy

The participants will be required to complete a course evaluation at the conclusion of the course that addresses the following:

- The value of the material presented.
- The effectiveness of the instruction.
- The effectiveness of the presentation.
- The overall value of the course.

Course Structure/Content Outline

Module I: Introduction to LPR

Module II: Legal Aspects

Module III: Hotlist Deployment

Module IV: LPR Databases and User Instruction

Module V: Investigative Uses of LPR

Module VI: Hands On Scenarios / Written Examination

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Module I: Introduction to License Plate Reader (LPR)

Duration

1 Hour

Scope Statement

This module reviews the history of License Plate Reader (LPR) technology, common terminology, LPR system components, traditional LPR system deployment and the difference between simple and complex systems.

Terminal Learning Objectives (TLO)

Upon successful completion of this module, the participants will be able to explain the history of LPR systems, the method of operation, and common deployment models listing the advantages and disadvantages of each.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Define common LPR terms
2. Explain the basic mode of operation of an LPR system.
3. Describe the difference between a simple and complex LPR system.

Lesson Topics

This module includes the following topics:

- Course Overview
- Housekeeping
- Introductions
- History of LPR
- How LPR works
- LPR components
- Terminology

Instructional Strategy

This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

Assessment Strategy

Instructor will observe participant contributions in classroom discussion. In the final module of this course, students will participate in a group scenario-based assessment.

Practical Exercise Statement

Not applicable.

Module II: Legal Aspects

Duration

1.5 hours

Scope Statement

This module covers all legal aspects of LPR technology including best deployment practices, current case law, the importance of departmental operation/general orders, and how to handle requests for LPR records.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify best practices in deploying an LPR program.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe Legal Aspects of LPR
2. Explain case law as it pertains to LPR
3. Describe 28 CFR Part 23
4. Explain the current court standard in California on releasing information in line with the Public Records Act.

Lesson Topics

This module includes the following topics:

- Key points of concern from privacy advocacy groups
- The importance of establishing general/operational orders
- Best practices
- Case law
- Role of the LPR administrator

Instructional Strategy

This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

Assessment Strategy

Instructor will observe participant contributions in classroom discussion. In the final module of this course, students will participate in a group scenario-based assessment.

Practical Exercise Statement

None

Module III: Hotlist Deployment

Duration

1.5 Hours

Scope Statement

This module covers LPR hotlists and how they are created, deployed, and shared with other agencies through written MOUs with an emphasis on active hit protocol.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify the diverse deployments of LPR hotlists.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe what a LPR hotlist is
2. Describe proper Active Hit Protocol
3. Describe TSC handling codes and which ones give detention authority

Lesson Topics

This module includes the following topics:

- What a hotlist is
- Who can receive LPR hits how are they sent
- Active Hit Protocol
- Sharing hotlists
- Available hotlists
- Hotlist sources
- Terrorist Screen Center Alerts

Instructional Strategy

This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

Assessment Strategy

Instructor will observe participant contributions in classroom discussion. In the final module of this course, students will participate in a group scenario-based assessment.

Practical Exercise Statement

None

Module IV: LPR Databases and User Instruction

Duration

1 Hour

Scope Statement

This module displays the different LPR databases that are available with a brief explanation of how to navigate them, highlighting private LPR information and how it is incorporated into certain databases.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify available LPR databases and how to use them.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe how private LPR data is generated
2. List the pros and cons between private and law enforcement LPR data
3. Demonstrate a basic knowledge of using NCRIC LPRWeb, EPIC DICE and Vigilant Solutions LEARN databases

Lesson Topics

This module includes the following topics:

- Private LPR data
- LEARN database
- LPR scenarios of prior use
- Data available by geographical location
- Private LPR data versus law enforcement LPR data
- NCRIC LPRWeb database
- EPIC DICE database

Instructional Strategy

This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

Assessment Strategy

Instructor will observe participant contributions in classroom discussion. In the final module of this course, students will participate in a group scenario-based assessment.

Practical Exercise Statement

None

Module V: Investigative Uses of LPR

Duration

1 Hour

Scope Statement

This module will cover the diverse uses of LPR data, highlighting cases in which it has been successfully used in the past.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be able to identify investigations where LPR could play a key role.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe the versatility of LPR during investigations
2. List ways LPR could be incorporated into investigations

Lesson Topics

This module includes the following topics:

- Historical uses as it relates to both suspect and victims
- Crime series
- BOLO's
- Confirm or disprove statements
- Suspect identification
- Vehicle identification
- Geographical evidence

Instructional Strategy

This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

Assessment Strategy

Instructor will observe participant contributions in classroom discussion. In the final module of this course, students will participate in a group scenario-based assessment.

Practical Exercise Statement

None

Module VI: Hands-On Scenarios / Written Examination

Duration

2 Hours

Scope Statement

This module is the hands-on portion of the class demonstrating the diverse uses of the LEARN database while working through real-world scenarios that have previously been solved utilizing LPR technology.

Terminal Learning Objectives (TLO)

Upon the successful completion of this module, students will be confident in the basic functions of the LEARN database.

Enabling Learning Objectives (ELO)

At the conclusion of this module, students will be able to:

1. Describe LEARN use
2. Successfully navigate investigative scenarios utilizing the LEARN database
3. Enter a hot plate into the LEARN system

Lesson Topics

This module includes the following topics:

- Hands-on use of the LEARN database
- Clean up user profile
- Required audit
- Run plates related to investigations
- Utilize Stakeout
- Utilize Locate Analysis

Instructional Strategy

This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

Assessment Strategy

Instructor will observe participant contributions in classroom discussion. In this module of this course, students will participate in a group scenario-based assessment and take a 20 question written exam where a 70% passing score is required.

Practical Exercise Statement

Participants will work on their own or in a group setting, depending upon the setup of the training room. A series of scenarios based on either real scenarios or hypothetical situations will mimic daily queries of the LPR database. Participants will utilize various functions of the LEARN system within each scenario to allow the participants to become familiar with the diverse functions of the LPR database.

**California Office of Emergency Services
Memorandum for Record**

March 13, 2015

AFTER ACTION REPORT: License Plate Reader (LPR)

Request 14-32521

TRAINING DATES – [To be Determined]

COURSE PURPOSE:

The purpose of this course is to teach students the diverse aspects of License Plate Reader (LPR) technology. Students will be shown alternatives to the traditional deployment of the law enforcement LPR program highlighting the integration of private LPR data. This class will provide students all resources necessary to effectively use LPR systems and databases.

Training Support Package (TSP)

- **Course Design Document (CDD) – YES**
- **Instructor Guide – YES**
- **Participant/Student Guide – YES**
- **Two CDs with copies of material – YES**
- **Audio / Visual Support Material – YES**

Course Design Document

- **Course Description - YES**
- **Overview – YES**
- **Scope – YES**
- **Target Audience YES**
- **Prerequisites – YES**
- **Course Length – YES**
- **Required Materials/Facilities – YES**
- **Testing/Certification – YES.**
- **Reference List – YES**
- **Evaluation Strategy – YES**

Course Structure/Content Outline – YES

Module I: Introduction to License Plate reader (LPR)

Module II: Legal Aspects

Module III: Hotlist Deployment

Module IV: LPR Databases and User Instruction

Module V: Investigative Uses of LPR

Module VI: Hands On Scenarios / Final Examination

Course Design Matrix / Module Descriptions

- **Scope Statement** – YES
- **Terminal Learning Objectives** – YES
- **Enabling Learning Objectives** – YES
- **Lesson Topics** – YES

Instructional Strategy – YES - This module is delivered through facilitated lecture and interactive discussion. Key concepts are reinforced through appropriate examples.

- **Assessment Strategy** –Instructor will observe participant contributions in classroom discussion. In the final module of this course, students will participate in a group scenario-based assessment. A final written post-test is administered with a minimum passing score of 70%. Remediation and a second test will be administered for those students that do not make the minimum passing score of 70% on the initial test.
- **Practical Exercise Statement** – YES

Course Agenda –Yes

Summary: Course Design Document is comprehensive and meets the minimum requirements.

Recommendation: Course Design Document is complete.

Instructor Guide

Very well put together instructor guide that contains sufficient instructor notes and administrative detail to conduct this course.

- **Table of Contents**
 - Complete
- **Module 1:** Introduction to LPR
 - Complete
- **Module 2:** Legal Aspects
 - Complete

- **Module 3:** Hotlist Deployment
 - Complete
- **Module 4:** LBR Databases and User Information
 - Complete
- **Module 5:** Investigative Uses of LPR
 - Complete
- **Module 6:** Hands-on Scenarios / Written Examination
 - Complete

Participant Guide

Complete

- **Table of Contents**
 - Complete
- **Module 1:** Introduction to LPR
 - Complete
- **Module 2:** Legal Aspects
 - Complete
- **Module 3:** Hotlist Deployment
 - Complete
- **Module 4:** LBR Databases and User Information
 - Complete
- **Module 5:** Investigative Uses of LPR
 - Complete
- **Module 6:** Hands-on Scenarios / Written Examination
 - Complete

Slideshows / Media

Course Slides (Viewable and all the same background, etc.) – YES graphically consistent complex presentation that is tailored for each jurisdiction.

Videos – YES - Appropriate for presentation

- **Module 1:** Introduction to LPR
 - Complete
- **Module 2:** Legal Aspects
 - Complete
- **Module 3:** Hotlist Deployment
 - Complete
- **Module 4:** LBR Databases and User Information
 - Complete
- **Module 5:** Investigative Uses of LPR
 - Complete
- **Module 6:** Hands-on Scenarios / Written Examination
 - Complete

Practical Scenarios

Three well thought out scenarios that support the course objectives. The scenarios make very good use of the allotted time.

Miscellaneous

- **Pre Test**
 - NO
- **Post Test / Participant Checklist**
 - 20 question post test with a passing score of 70%
- **Handouts** – YES
- **Acronym list** –Acronyms annotated within the presentation.
- **Resources** – YES
- **Instructor to Student/Participant Ratio** – YES

Course Summary

This course conforms to the Department of Homeland Security, National Training and Education Center (NTED) guidance for a State sponsored course. Very concise and well thought out.

Timothy Britt
California Specialized Training Institute
Training Coordinator

Course Listings

State-Sponsored Courses

Course Number	Course Name	Mission Areas	Page
Awareness			
AZ-003-RESP	IED Awareness for First Responders	AZ	2
CA-001-COMM	Neighborhood Emergency Training (NET) Course for Response and Community Personnel	CA	3
CA-001-PROT	WMD Awareness for Public Safety Dispatchers	CA	4
CA-002-PROT	WMD Awareness for Public Safety Dispatchers, Train-the-Trainer	CA	5
CA-003-COMM	IS 700: An Introduction to the National Incident Management System	CA	6
CA-003-PREV	Law Enforcement Response to Terrorism (on-line)	CA	7
CA-004-COMM	Community College Emergency Preparedness Course	CA	8
CA-004-PREV	Transit Oriented Screening of Passengers by Observational Techniques	CA	10
CA-004-RESP	Taming the Wild Zebra-Responding to Bio Terrorism	CA	11
CA-005-COMM	Sunni Extremists Beyond Al Qaeda (Advanced)	CA	12
CA-005-PREV	Transit Oriented Screening of Passengers by Observational Techniques (T-t-T)	CA	13
CA-005-RESP	Law Enforcement Response to Terrorism, Train the Trainer	CA	14
CA-006-COMM	Hezbollah-Shi'a Extremism - Hamas-Palestinian Extremism	CA	15
CA-006-PREV	Maritime Company, Vessel, and Facility Security Officer	CA	16
CA-006-RESP	Law Enforcement Response to Terrorism 8 hour course	CA	17
CA-007-PREV	Basic Maritime Security Awareness	CA	18
CA-007-RESP	Preparing the Public Safety Dispatcher, Next Terrorist/WMD Event	CA	19
CA-008-PREV	Basic First Responder Operational Maritime Security (FROMS)	CA	20
CA-008-RESP	First Responder Terrorism Consequence Management	CA	21
CA-009-COMM	Emergency Operations Center Situational Awareness and Common Operating Picture Training	CA	22
CA-009-COMM	Emergency Operations Center (EOC) Department Operations Center (DOC) Coordination Training Course	CA	23
CA-010-RESP	CBRNE: Emergency Preparedness for Healthcare Providers	CA	24
CA-011-RESP	CBRNE: Emergency Preparedness for Medical Care Providers	CA	25
CA-014-PREV	Terrorism Liaison Officer (TLO)	CA	26
CA-015-PREV	Deviation Assessment Response Training (DART)	CA	27
CA-016-PREV	Disaster Planning Course	CA	28
CA-020-RESP	WMD & Terrorism Awareness for Security Professionals	CA	29
CA-021-RESP	Emergency Response to WMD Incidents with Med Plus	CA	30
CA-023-RESP	First Responder Decontamination	CA	31
CA-024-PREV	Interoperable Communications: Basic Training Course	CA	32
CA-029-PREV	Sovereign Citizen Extremist	CA	34
CA-030-PREV	Inmate Radicalization and Recruitment Awareness: Intermediate Course	CA	35
CA-032-PREV	Law Enforcement at Urban Interface Fires	CA	36
CA-034-PREV	Automated License Plate Reader (ALPR) Technology and Procedures	CA	38
CA-035-PREV	Targeting, Sabotage and Disruption of Public Utilities Sites	CA	39

Sponsoring State or Agency: CA**Course Length:** 8.0 hours**Course Delivery:** Mobile Training**Course Level:** Awareness**Course Description**

Use of ALPRs and accompanying technology is becoming commonplace in many Law Enforcement agencies throughout the State of California. Training to the most effective, responsible, and legal guidelines is an identified training gap for the CCIC Region. There are no known courses that deliver training on this skill outside of what software vendors offer customer agencies. The instructors that will deliver this course are uniquely qualified to present this material and more importantly, able to answer questions by students based upon the practical experience they have gained utilizing License Plate Reader (LPR) technology and databases. The primary instructor has consulted numerous law enforcement agencies on best practices when establishing an LPR program and has instructed numerous classes in its diverse uses. This course is designed to inform the student of all aspects of the diverse use of License Plate Reader (LPR) technology. This class will cover License Plate Reader (LPR) technology available to law enforcement with the best practices for its deployment, legal guidelines, and Civil Rights/Civil Liberties concerns. This course will demonstrate all features of LPR technology utilizing real world scenarios. Students will be shown an alternative to deploying the traditional law enforcement LPR model highlighting the integration of certain Private Sector LPR data. Since LPR technology is in its infancy this course will identify best practices in using the data covering the legal aspects. While this course is designed to cover the use of all LPR systems, the use of Vigilant Solutions Law Enforcement Archival Reporting Network (LEARN) will be the basis for best practices examples. Attendees will see the effect of using a robust analytical tool within LEARN to maximize investigative efforts in almost every facet of the job. The diversity of the LEARN program will be demonstrated in both areas of field enforcement and investigations. Course Content:-How LPR technology works-How to maximize your agencies LPR fleet-Legal aspects of LPR-LPR Investigative resources-Private LPR data and how it is used-LPR hotlists-creation, deployment and training-Alternatives to traditional LPR systems

Course Objectives

No Objectives Defined.

Prerequisites

- None

Other Prerequisites

None

Mission Areas

- Prevent

Target Audience

- Other

Point of Contact

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